

Small Hands



Community Support Branch

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ADMINISTRATION

Youth and Child-care. For several years, we have used annual training and inspections to encourage staff in CDC, CDH and Youth programs to work together to achieve and maintain high quality care. Some commands hire employees in the 1702 series so staff can crossover from Youth and School-Age Care program to caregiver positions in the CDC. Others explain up front that although they may be applying for a particular position in one of the programs, the job requires

all staff to occasionally work with other age groups. The Training and Curriculum Specialist (T&C) is a vital resource to the program since training is essential for staff to plan appropriate activities for different age groups. One example is at NAES Lakehurst NJ. Their T&C has provided training and worked with SAC staff to catch them up on modules and annual training requirements. She works closely with the Youth Director to ensure employees remain

ONE TEAM!

compliant with program standards by not only providing training to the staff at the Youth Center, but also inviting them to caregiver training at the CDC. We are all working towards the same goal...caring for the children of our military members. Working as ONE TEAM will help us get there faster!



TRI-SITE EMERGENT CURRICULUM WORKSHOP

“Emerging Together”

On Saturday, January 24, 2004 the CDC staff/caregivers and CDH staff/providers from NAS Jacksonville, NSB Kings Bay and NAVSTA Mayport, “emerged together” at the Airport Holiday Inn in Jacksonville, Florida. Over 200 people enjoyed four hours jam-packed with displays, songs, prizes, lunch, presentations, giveaways from Kaplan, hands-on learning activities, make-it-take-its and many opportunities to explore how emergent curriculum is used with all age groups!

Preparation for the workshop began in August 2003 when Sandy Powers, Tri-Site Child Development Program Administrator, Mary Cano, Child Development Center Director (CDCD), Mayport, and Lisa Wolfe, CDCD, Kings Bay met with the Training & Curriculum Specialists – Candy Dugan (NSB Kings Bay) and Gloria Kivipelto (NAVSTA Mayport), Jeanette Wilder (NAS Jacksonville) and Kathy Yarbrough (Tri-Site CDH) and challenged them with the task of bringing caregivers and providers together to gain a better understanding of emergent curriculum. This proved to be a wonderful time for the four T&Cs to get together at the different bases and share training ideas while working on the workshop.

The theme for the workshop was “Old MacDonald Had a Farm”. Organizers burst into the conference room dressed in overalls, plaid shirts and straw hats clapping and singing Old MacDonald Had a Farm. In keeping with the purpose of the workshop, one table decided to “emerge” and deviate from the animal that their table was assigned. They decided that on their farm they had an owl instead of the cow sitting on their table. Yes,

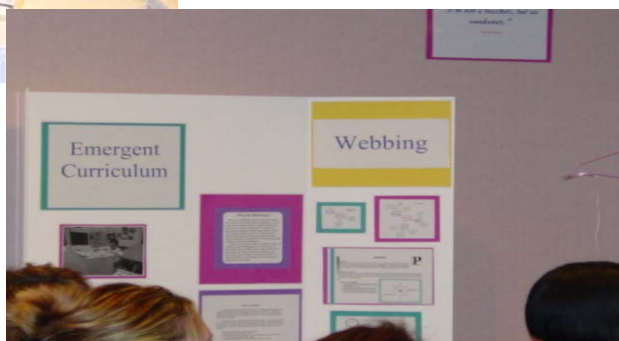
“...It (emergent curriculum) really allows the children to be more involved in the daily activities, which is really good for the children and me...”

this was planned ahead of time but the change from what was originally planned worked well in getting the idea of emergent curriculum across to the participants. The day was filled with many other examples of emergent curriculum and ideas for the caregivers and providers to use in their classrooms and homes. Topics

included “Literacy in the Environment,” “Science Is Simple,” “Outdoor Play” and “What is Webbing?”

One caregiver summed up her understanding of emergent curriculum by saying, “Before I heard of emergent curriculum, I used to say to the children, ‘Yes, that’s very nice, but we are not talking about that right now.’ It (emergent curriculum) really allows the children to be more involved in the daily activities, which is really good for the children and me. Now I don’t have to do all the thinking, I can get ideas from them.”

Since the workshop, all three bases have seen outstanding examples of emergent curriculum in the homes and classrooms involving all ages. The T&Cs feel the caregivers and providers have a better understanding of emergent curriculum and know what it means when we define emergent curriculum as meaningful activities facilitated in an interactive environment based on observed child interest, need and developmental level. All workshop attendees received an “I Have Emerged” but-



REFLECTIONS OF A CAREGIVER ON EMERGENT CURRICULUM BY MRS. ELLEN, PRE-SCHOOL TEACHER AT KINGSBAY CHILD DEVELOPMENT CENTER

ton with a butterfly logo. In early childhood education, curriculum isn't the focus, children are. It's easy for caregivers to get hooked on curriculum because it's so much more manageable than children. But curriculum is *what happens* in an educational environment – not what is rationally planned to happen, but what actually takes place.

Navy's philosophy and goals in regards to curriculum is for our programs to utilize an EMERGENT CURRICULUM. *Emergent Curriculum* describes the kind of curriculum that develops when exploring what is "socially relevant, intellectually engaging, and personally meaningful to children (NAEYC)." The basic idea is that organic learning evolves from the interaction of the classroom participants, both children and adults. In emergent curricula, both adults and children have initiative and make decisions.

The curriculum is called *emergent* because it evolves, diverging along new paths as choices and connections are made, and it always open to new possibilities that were not thought of during the initial planning process. Caregivers carefully follow the direction of children's interests and help them move on to new ideas when the time seems right. Through this process the curriculum keeps emerging and the caregiver, together with the children, keeps learning.

Emergent curriculum is dynamic, always developing, never completely predictable. It's a very organic process,

growing from real actions and interactions, keeps both children and caregivers highly motivated and learning. But it is important to realize that emergent curriculum is not just "whatever happens, happens". Rather it is as highly structured as a teacher-directed approach. The difference is that its structure does not come from preset curriculum plans, but from knowledgeable caregiver responses to children.

Mrs. Ellen, a caregiver at NSB Kings Bay, submitted the following story about how the curriculum emerged one day in her classroom:

It was farm week, and our class was busy learning about the animals who live on farms. We were discussing concepts like animals and their babies, animals and the food they provide us, and jobs on the farm. As always during farm week, we were busy outside doing things like baling hay, egg relays, milking our broomstick cow, and rolling in the mud pretending to be real life pigs! The kids always collect things from outside to bring in and put on our table tops, this day was no different. Regardless of the activities going on around the playground, there are always a few who step away and spend their time investigating bugs, plants, rocks, etc and bringing them (with many questions...) to me. I often pro-

vide microscope bug catchers and clear bug boxes for them to use on the playground. This day, one child came to line up when called, and I noticed she had both fists clinched tightly over something. I reminded her that the roli poli's she had in her pocket would not be able to live there long, and she agreed to let them go. However, she asked if she could just bring in these 2 "special ones" that she had in her hand. I agreed and we got out the little magnifier cage for her to place her roli poli friends in. As we started our center time, I had art on one table, a math game I was working on with a few kids on another table and her bugs on the 3rd table. A few minutes in, I heard a child call me to the table where she was looking at the bugs. I reminded her that I would need a few minutes because I was with some other students at that moment. However, she (and a few others) continued to really, really insist that I come THEN because the roli poli was "having a baby". I was laughing quietly to myself thinking that the poor thing had probably

been dying from shock as opposed to delivering a baby. But, the temptation was too much. My aide got up and went to see what all the hysteria was about. That's when our day became less about farm week and more about an instant lesson on life.

When we looked through the magnifier we saw this roli poli on her back and her stomach was split wide open. You could see straight into her belly and there were bunches of little bitty white things dropping around her. Theresa and I picked up the cage and really looked at it and realized that the kids were right. She was having a baby, but it was not 1 baby....it was many babies! We set the cage back down and the whole class gathered around. They were glued to the container. We watched



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as she pulled babies from her stomach with some of her legs. Then she would rest and we would talk about what they were seeing. After a few minutes, she would wriggle around on her back and begin this all over again. The kids could clearly see right into her stomach and you could actually see more little antennae protruding from the slit where the other babies had come from. The little babies looked like tiny lice in the cage and they were moving around on the bottom next to her. More babies kept coming, and the kids kept firing away with questions and ohhhs and ahhs. Since I had never seen a roli poli give birth I didn't have a lot of answers other than the basics that she needed food and water and not to have her cage moved right now. This went on for a few hours. The whole room was at that one table and every child in the room was totally focused on this experience.

When lunch time came, we carefully moved the bug box to the top of our counter and prepared for lunch and nap. As soon as nap time was over, the kids woke up asking to see the roli poli and her babies. We brought it

down for them to see again. Of course many of the babies she had delivered were not moving, but she was still giving birth to more. I was not surprised to see that the babies didn't make it because I am sure our little bug container was not conducive to what they would normally have in their environment. So, we had a lesson on life and death that afternoon. No one was overly upset that the babies didn't make it, I think they understood our conversation on why we think that happened, but our mommy roli poli was not looking good now either. So, we decided to place a wet paper towel in with her for a water source and leave her alone. We had approached the subject that I was not for sure if she was one of those animals who dies after she gives birth or not, but in order to prepare my class for the morning and what they may see when they came in...we did talk about it. I explained that I would have to go home and get on the internet to find some info that could help us learn better about what she needed and how she actually gave birth. I even promised to call my dad (who is a biologist) and see what he knew.

We went to table tops that afternoon and I had them draw a picture of what they saw (and were still seeing). Amazingly enough I collected 20 pictures that looked incredibly realistic to what had happened. All the roli poli pictures were shaped like her, and she had a face on most pictures (might I add that she was actually drawn with a smile on about 90% of the pictures). Majority of the kids had drawn smaller versions of her all around her and had babies coming from her stomach on their pictures. Exactly what they had seen. They were so focused and interested and the pictures were totally incredible for 4/5 year olds. I hung them on the wall outside our room and placed a sign that said, "our roli poli had babies...this is what we saw". I also changed our parent participation board to notify the parents that they should discuss this with their child as there may be questions on the car ride home! Those observations were the best piece of work I had collected for portfolios all year long! Shortly before Prek was out that day, our class heard a bang on our wall. It was our neighboring Prek class telling us that

the caterpillar they had put in their bug box this morning was "having babies" too. When we looked, it had tiny white furry things falling out of its side. They formed what was shaped like a cocoon but looked like furry eggs or maggots??? At this point we were in such disbelief that none of us realized that caterpillars are the babies, and don't have the babies. We let the kids see this cluster of ??? and the other prek class started their lesson on life cycles too. At home, after a few hours of research, I had come up with... well...very little. I found that roli poli's give birth to 24-28 babies and I also found that they are commonly called "wood lice". My dad even said in all his years he had never seen a roli poli give birth. None of us could imagine that of all the hundreds of roli polis that get collected on our playground DAILY... Melodie had managed to find a pregnant one ready to deliver. I also mentioned the caterpillar situation to my dad, and started to laugh. He asked if I had ever read the

(Continued from page 4)

"Hungry Caterpillar" book. Of course, only a thousand times I said. He reminded me that it would not be likely that the caterpillar was having babies and informed me that infact it has been stung by a wasp and injected with larvae that would develop and then come out of it and then become many, many baby wasps. Also, he noted that the caterpillar would die from this. So, the research on that began too.

I went in early that morning to inspect the situation in both rooms. I found my roli poli buddy alive and kicking, literally...she had sucked all the water from the paper towel and was still there with a split down her belly and babies in it, but she was walking around. The caterpillar in the other room was infact dead and there was a large pile of larvae there next to it. When the kids came in we explained the wasp thing to them and showed them pictures of what happened (taken off the internet). I also sat down with them and discussed what little I had found on roli poli's. I

then let them decide what they thought was best for her. We counted up all the little dead white babies (there were 25 of them) and still some in her belly we could see. They decided to move them into the lawn outside our door so other animals could eat them for food if they so desired (we had long since discussed that life cycle). And, they decided to put our mommy roli poli over the fence where it would be safe for her. No one to recollect her, or step on her, etc. Some amazing lessons happened that day. Our normally structured day became nothing but learning in a totally different style than my class is use to. I also noted that children who normally could care less about bugs or dirt or anything of that sort were suddenly involved. In the days to come, I noted that kids never had to be asked to leave bugs outside because they

knew (or were reminded by other children now) that they might die in our environment. My bug collectors pay way more attention to detail now...

"Now we spend lots of time emerging from our regular routine of just checking out the bugs to really researching things that normally were not even brought up.

An incredible learning experience for teachers and students both."

they note # of legs, size differences, living habits, etc. But always, always... now...they collect bugs, look at them and then ask to step out the

door to let them go when they are done. That use to be a battle I lost (and the bugs lost) often. I have even noticed that many kids that never use to visit the science center now do. They look to see if I have put new things out (bugs that we have found dead and I have contact papered for them to view, etc) now. They are still talking about this roli poli experience/wasp experience and actually....the staff is too. Many of the caregivers have expressed how funny all the excitement is "only in Prek" and where learning "takes

such a different road". I must admit that I really, really, really am not a bug girl, but I was forced to learn, be hands on, and like it in a quick second that day. Now, we spend lots of time emerging from our regular routine of just checking out the bugs to really researching things that normally were not even brought up. An incredible learning experience for teachers and students both.

By the way...the larvae hatched and the other prek room did infact have many tiny wasps they let go (very quickly!!!!). And, about 2 weeks ago.....my kids found another roli poli that had the tell tale split in her belly with tiny white antennae coming forth. They showed me and then stuck her through the fence all on their own. I later heard some of them saying that they "saved those babies because they let her have them in the dirt" and "maybe we can find them when they turn gray like the mommy". AH HA! The lightbulb moment had turned on!

Q: What makes this story such an awesome example of an Emergent Curriculum?

A: On the following page you will find a comparison chart for the characteristics of an Emergent Curriculum and a Themed Curriculum. Using this comparison chart, you can see how this caregiver came to understand "Emergent Curriculum".

**CONGRATULATIONS CARMEN CAMACHO
AND PANAGOITA JULIE YOUSEF**

On March 26, 2004, at a New Jersey Early Childhood Conference, two NAES Lakehurst CDH Providers received awards for being the first two providers in Ocean County to become NAFCC accredited. Carmen Camacho and Panagoita Julie Yousef are not only the first accredited, but two of the first five in Ocean County to receive their CDA. The other three CDAs are also CDH Providers from NAES Lakehurst - Janet Dixon, Mary Pedroza, and Latresa Stewart.

Latresa Stewart just became NAFCC accredited and Mary and Janet are in the self-study phase. Go NAES Lakehurst!!!



Odessa Davis, Director, Office of Professional Standards & Articulation, NJ Professional Development Center, Kean University presented the award.

A CONTRAST BETWEEN TRADITIONAL “THEMED CURRICULUM” AND “EMERGENT CURRICULUM”

Theme / Units	Emergent Curriculum
<ul style="list-style-type: none"> Imposed by adult decision of what children <i>will</i> learn Created <i>artificially</i> – may have no relevance to children’s reality or interests <i>Isolates</i> learning into subject Often <i>excludes</i> other interests Hard to let go of theme for teachable moments Superficial attempts to link ideas <i>before</i> experience <i>Defined</i> time frame for unit, plus calendar for units Often <i>pre-packaged</i> 	<ul style="list-style-type: none"> Response of adult, based on what <i>has</i> happened with children Arises <i>naturally</i> from adult-child interaction and observation of children <i>Connects</i> learning with experience and prior learning <i>Includes</i> all interests <i>Process</i> more likely Uses occasion when <i>naturally</i> arise Continued puzzling over next stop <i>after</i> experiences Time frame <i>responds</i> to interests Curriculum resources used for ideas <i>after</i> initial interests are identified

April—Month of the Military Child

LITTLE CREEK CDC CELEBRATES MONTH OF THE MILITARY CHILD

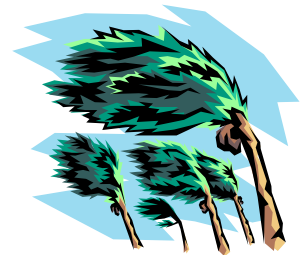
On 1 April 2004, the staff and children at Little Creek Child Development Center celebrated the onset of the Month of the Military Child by participating in a Spring Parade. The children, parents, and staff followed the police, fire engine, and McGruff around the block for their parade. The children made costumes to wear. They wore star hats, butterfly wings and various other costumes that the children and parents made together. The Spring Parade was a beautiful start to the various celebrations occurring throughout the Mid-Atlantic Region for the Month of the Military Child.



THE BLOWING WIND

The designers of the Biosphere Two, a manmade living habitat in Arizona, failed to create wind within the structure. No wind to blow the trees back and forth created a problem because the trees would grow to a certain height and then topple over from their own weight. A lack of wind resulted in the trees not having a deeply extended root system.

REFLECTIONS: Very few people ask for trouble. We certainly don't ask for problems. But maybe we should. Without winds of adversity, we cannot grow. You cannot raise champions on a feather bed. The percentage of people who overcome adversity to go to great heights is legendary. Adversity develops character.



David Rockefeller said,
"One learns more from
adversity than
when times are easy."

TRAINING ACCOMPLISHMENTS FOR WEST SOUND CDC'S

In 2001, we were invited to be a part of an exciting apprenticeship program. Fourteen of our employees and one CDH provider participated in and completed an Early Care and Education Journeymen Apprenticeship program managed by the Washington State Apprenticeship and Training Counsel. This apprenticeship program was a national initiative in the field of Early Care and Education. The program was sponsored by labor and education. It combines on the job training with theoretical instruction to produce certified child care specialists and education paraprofessionals. Washington State was one of the first ten states chosen to participate. Washington State has the first completers of the program and the first journeymen in the profes-

sion.

We worked in collaboration with Olympic College and Clover Park Technical College on this program. During the 2-year participation in this program, the caregivers and provider attended college courses related to the profession, thus putting in hundreds of hours of their own time. The apprenticeship program allowed them to attend these courses, free of charge, for the first year. During the second year, they only had to pay approximately 1/3 the normal cost for these courses.

Several caregivers have elected to continue with sources that will eventually lead to degrees in ECE. The design of this apprenticeship program was to increase knowledge, job skills and abilities in providing pro-

grams for children in an early childhood education facility. They are now aware of the global view of childcare and contribute more insight to their job. This greatly enhances our child development program.

Employees that completed Level 1 & Level 2 of the apprenticeship program were:

Evelyn Rayburn

Marion Mosher

Myrna Amos

Vicky Ritterman

Vielka Platner

Marissa Calaunan

Maria Krischel

Angela Schauer

*Cheryl Azevedo

*CDH provider

Jeanette Famitad

Shona O'Shaughnessy

Letty Phelps

Renia Rhoades

Jennifer Briggs (completed Level 1 and is working towards Level 2)

For all employees that have completed Level 2, we held a staff meeting and the Regional Community Programs Director handed out the Apprenticeship Certificates along with a letter of appreciation for their commitment to their profession. Each employee was given a bonus of \$200. We are very appreciative of these employees and their commitment to excellence. We are extremely proud to have them as part of our Child and Youth team.

~Vickie McKenna

TIPS FOR SUPERVISORS

1. Develop common goals for the year with your staff. Work together to define priorities for your center and involve all staff in the process of building the center's culture.
2. Know each caregiver as an individual. Identify particular needs and concerns. Find opportunities during a coffee break, lunch, or informal meeting when you can relate with your caregivers's professionals. Listen, listen, and

listen.

3. Learn about each caregiver's strengths, interests, and special abilities. Create opportuni-

A good early childhood program is one in which staff, caregivers, and administrators share good communication and work closely with families.

ties for staff to share their unique characteristics at the center. Share your own interests with

the staff.

4. Visit classrooms, cooperate with the daily work, and allow time for caregivers to self-evaluate and self-reflect. Promote caregiver's critical thinking skills.
5. Create a safe environment in which caregivers can express opinions and ideas without concern about negative consequences if they are not in agreement with you.
6. Provide opportunities for caregivers to en-

hance their skills and knowledge. Encourage continuing education classes and share written materials on topics of interest.

7. Recognize, appreciate, and reflect on the rich diversity in your center.
8. Last, but not least, enjoy your work! Growth is good.

NAEYC (2003). *Young Children*.

HIGH FLYING ACROBATS

No circus is complete without the daring young men and women of the flying trapeze. People are fascinated, not because it's difficult to hang on to the bar, but because of that one second when the performer lets go of the old bar and reaches for the new one. In that instant, the acrobat's whole being is focused.

His thought are focused on the bar—not about what he was doing yesterday or what he plans to do tomorrow. His eyes are focused on the bar—not looking down or backwards or up. His entire body

is in motion toward the bar—knowing he cannot turn around and go back, he cannot steady himself on solid ground.

He is committed to seize it when the timing is right and move forward.

REFLECTIONS:

Progress in life comes when an opportunity—a choice, a possibility to change—swings into view. To grasp the new bar, we must let go of the

old, swinging from one trapeze to another

Sometimes we are simply hanging on for dear life, not going anywhere, and trying not to fall. Other times we are moving forward, then back-

wards; stuck in the swing of a cycle, making no significant progress.

Yet, there are also times when we look ahead in the distance, and see another trapeze bar swinging toward us. It's empty, and we know it has our name written on it. We know that in order to move forward we have to release our grip on the present, well-known bar and move to the new, unknown one..

Let go of what hold you back, trade you security for opportunity, and begin the transition to progress in your life. When you do so, you'll discover that high flyers are not found only in the circus.

"A ship in harbor is safe, but that is not what ships are build for." John A. Shedd

CIRCLE TIME

At circle time the whole group of children and adults gather for an active 10 or 15 minutes of singing songs, doing finger plays, reading stories, and talking about activities for the day. Unlike any other part of the day, everyone is involved in the same activity at the same time.

Circle time provides an opportunity for each child to participate in a large group, sharing and demonstrating his or her ideas, and developing listening and language skills.

For adults, circle time is a chance to provide teacher-directed activities in a social setting and to observe children as they participate in this setting. Depending on the focus of the circle time activities, adults can find out how children perceive and work with such concepts as loud and soft, same and different, fast and slow, near and far, to name only a few.

Suggestions for adults at circle time:

- Plan for circle so that it can proceed smoothly and enjoyable. Adults need to decide in advance what to do and

how to start the activity. Make one adult responsible for initiating circle time and other adults should help children finish tasks and then join the circle as supportive participants.

- Simulate the activity planned. Adults need to feel comfortable and sure of what they're doing.
- Have several alternatives in mind if the planned activity doesn't go over well, such as switching from a song to an action game or movement activity.
- Keep track of children's favorites. A list of never-fail games and songs can be very useful on difficult days when nothing seems to work.
- Start circle time with the children who are ready, allowing others to join as they finish what they're doing. If children come to the circle eager to begin and have to wait for others, they may quickly lose interest by the time circle begins.
- **Pick out and pre-read the book** you will read to the children prior to circle

time.

- Try to relate circle time activities to things the children have been doing in the classroom. For example, children have been mixing colors in the science area—discovering color changes and in the water table they have mixed yellow and blue together to make green water. Read the story, *Little Blue and Little Yellow*. After the story, ask children to find something in the room that is the color green.
- With very large groups, such as in preschool classrooms, it is a good idea to break into two groups.

Circle time should be well-thought out and planned for in advance. Circle time should not last more than 15 minutes. If you know it will last longer, have the children get up and move around (do the hokey pokey or similar movement activity) before reading the story book. At a minimum, circle time should consist of a song, a finger play, a movement activity, a story, and a concept (such as in the example above—finding something in the room that is green).

Using Observations for Individual Child Planning...

A Workable Process by Bette Colter, Child & Youth Program Specialist, CNI

Planning activities for one or two children is a simple matter, but coordinating planning for 24 children with diversified interests and abilities can be overwhelming. What is needed is a workable process for translating observations into activity. "Workable" is the key word here. The following steps comprise a workable process for using observations to individualize planning for children.

Use a variety of observation tools: note paper and pencil, digital camera, work samples, transcription of children's words, information exchange with families.

Recording experiences on paper, on film, from a child's recollections, or a parent's retelling provides vital information about the learning process and the learner and observing every child ensures no child is left out.

The recording of an experience increases its value. Most of the experiences we remember from our own early childhood were recorded for us in photographs or in lovely word pictures told and retold by us, by parents or by other loved ones. Those recordings form our memories and help shape our image of ourselves. Our record of a child's classroom experiences says to the child, to the parent, and to the caregiver, "What this child does in this classroom is important."

Gather data that is useful for planning: Record what the child is doing, how the child is developing and learning, where the child is showing interest, the individual and the collective experience the group is living. (Objective, unbiased, independent of viewpoint.).

Record with purpose. Gather evidence that will give you all the information you need to plan next steps for the child. "Mikayla named 5 colors" is a quantitative, objective observation. But it does not tell which colors Mikayla knows or which colors confuse her. It does not lead one to think about which colors Mikayla could explore next. Knowing which specific colors she identified today will allow the caregiver to compare with the colors she identifies tomorrow, a much more complete assessment of Mikayla's ability to identify colors. Gather data that is useful for planning.

Draw Conclusions: Interpret what the observation tells me about the child(ren)'s development and/or interests. (Subjective, interpretive, educated opinion and viewpoint.)

Objective observations ignore personal opinion and interpretation of an event. But when the observation is completed, caregivers need to ask, "What does this observation tell me?" And, there could easily be more than one answer. A wise caregiver will explore and note all the many possibilities.

Determine activity that will support further learning and development: Brainstorm next steps. Plan activities that support or extend learning. Code the individual plan into learning domains so it can easily be assimilated into the class weekly activity plan.

Jotting down activity ideas on the observation form ensures an ideal plan is developed for *every* child...with *no child left out*. Maybe the majority of the class has shown great interest in birds, but a third are not engaged or have lost interest in that topic. Through the individual observation process you can plan curriculum that emerges from the interests and development of each and every child.

Assist learning: Create an engaging learning environment and scaffold learning through interaction.

Rotate toys and books according to your activity plan and fill the environment with surprises. Be aware that materials on display are sometimes not enough. Often children don't know what to do with new materials. An exciting introduction during circle time will help. Or perhaps a caregiver stationed with the new materials can invite children to engage with them. Caregiver questions and interactions help children move from their present understanding to the next level of knowledge or skill. Also interactions with children individualize the curriculum because they are contingent on the individual child's needs at the moment.

Circle Back to Observation: Observe your plan in action. Record what you see and hear. Assess child interest and engagement and begin the process again.

The entire observation to planning cycle can be notated on a 4 x 6 card or a half sheet of paper. Divide the half sheet into three parts: observation, interpretation and plan and keep it simple. Use your notes to build your curriculum web or activity plan. If you record the three steps for each of your primary children on a regular basis (at least weekly) you will ensure your curriculum is inclusive and emerges from every child's interests and development.

FATHER'S DAY SPECIAL SNACK— SUBMITTED BY DEBORAH FENSTERMACHER (TRAINING & CURRICULUM SPECIALIST, NAS KEY WEST)

The Child Development Center at the Naval Air Station, Key West, sponsored its annual “Father’s Day Special Snack” on Friday, 13 June, 2003. Lots of dads, and a few moms and grandparents, shared punch, sandwiches and chips with their children, and were able to spend time together in their classrooms. Several brave preschool dads even danced to “A Tooty Ta” with the children and teachers. Every father was also presented with a special “THANK YOU” sticker, created by world-renown cartoonist, Bil Keane, at the request of The White House Commission on Remembrance, expressing our pride in those who protect us. It was a meaningful event as several fathers had just returned home from the war.



CONGRATULATIONS TO MARA HUMPHRES, MELANIE HOOKS, AND LORI FERGUSON FROM MAYPORT, FL.

The Director at Mayport wishes to share some pictures of some "happy campers" with you. Talk about a Kodak moment. :-)

Two employees at Naval Station Mayport receive length of service awards. Bruce Grenier, MWR Director at Naval Station Mayport, presents the awards to Mara Humphres (below left) and Melanie Hooks (below right).



Bruce also presents Lori Ferguson the MWR Employee of the Month Award (below)



BRavo

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TRANSITIONS:

Between certain segments of the daily routine there are transitions a teaching team needs to think about and plan for. As children move from one activity to the next, they can easily lose control of themselves if they don't know what to expect and what's expected of them. Here are some things to do to help children move easily from one activity to the next:

- The daily routine should have a few transitions as possible.
- Plan the routine so that active times alternate with quieter times.
- Follow the routine consistently so children can anticipate what comes next.
- Clearly signal the end of each activity time so everyone is aware that it's time to move toward the next activity. For example, tell the children, "You have 5 minutes until clean-up time." Provide a warning that something else is about to happen so they can have time to prepare.
- Designate meeting places for transition times. For example, as they finish cleaning up and before they go to snack, have children meet in the circle time area to sing a song before washing their hands for snack.
- Once children have gathered, help them move to the next activity in special ways, e.g., hop like a bunny or hold your arms way up high.
- Start the next activity right away even if all the children haven't got there yet.

MY PRESCHOOL IS A LEARNING PLACE

Listening to stories teaches me about words.

I learn real things and imagining the absurd.

I follow events and can make a prediction.

I like poetry, rhyme, facts, and fiction.

When playing with blocks I can build a tower.

I learn sorting, matching, balancing, and power.

Putting together puzzles develops manipulation.

I strengthen my muscles and hand-eye coordination.

Physical play can be lots of fun.

I learn to hope, skip, jump, gallop, and run.

I like to kick balls, to swing, and to slide,

It's very healthy for me to play outside.

When I'm pretending I can be anything.

I can cook, fix a car, fight a fire, dance and sing.

I learn to share, take turns, and play with others.

I'm practicing the roles of fathers, mothers, sisters, and brothers.

When using paint, clay, scissors, and glue,

I'm being creative and learning, too.

I learn about textures, shapes, colors, and size,

I'm using my senses ~hands, nose, ears, and eyes.

When I go home and the day is done,

The best thing I learned is

LEARNING IS FUN! *Author unknown*

This will be the last edition of the Small Hands newsletter. With the reorganization of PERS-659 becoming a division of Commander, Navy Installations, Command (CNI) in October 2004. Please look for the new edition of the Child and Youth Program's "CYP Times" for future information and updates coming soon.